



# BOWERHAM PRIMARY & NURSERY SCHOOL

## Impact of Primary PE and Sport Premium

Review date: April 2020

**Stand tall, reach high, love learning**



*The Bowerham School community is proud to nurture aspiration, inspire love for life-long learning and prepare children for a changing society*

At Bowerham School we:

- Enable every child to achieve their potential through a broad and creative curriculum
- Teach children how to work independently and collaboratively
- Encourage honesty, trust and responsibility
- Respect differences in gender, ethnicity, religion and ability.
- Challenge through the provision of fun and adventurous activities
- Nurture children's confidence and self-esteem

### **Sport at Bowerham Primary and Nursery School:**

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"><li>• Developed confidence and subject knowledge of staff which has enabled the planning and delivery of high quality PE lessons</li><li>• PE subject leaders are "champions" of the subject</li><li>• Lessons are differentiated</li><li>• There is clear whole school implementation and assessment of the skills needed for physical development</li><li>• Links with other schools and quality PE providers enables the development of both curricular and non-curricular PE opportunities</li><li>• Tracking and implementation of extra-curricular sport is in place</li><li>• There is good progress of all children in PE</li><li>• Schools' sports teams are more successful</li><li>• There is increased participation and success in a wide range of sporting events and clubs</li><li>• We have the Gold Award for the School Games- have gone from Bronze-Gold within three years</li><li>• Runners up over the last two years for school sport in the local area</li><li>• Won School of the Year Sports award</li></ul>	<ul style="list-style-type: none"><li>• To ensure the MUGA has an impact on participation in sport.</li><li>• To ensure physical activity is embedded in classroom routines so children are active for longer periods of time throughout the day.</li><li>• To further encourage competitive spirit by further focusing on house team competitions and tournaments.</li><li>• To continue to provide training for new or less experienced staff in a range of sports.</li><li>• To provide business insurance to staff to ensure more participation in tournaments by providing transport.</li><li>• For after school sports clubs to run for longer periods in preparation for local area competitions.</li><li>• To source external coaches to ensure children experience a broader range of sports and physical activities.</li></ul>

<b>Meeting national curriculum requirements for swimming and water safety</b>	
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?	60%
What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	48%
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	60%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	Yes/No- swimming gala

## Action Plan and Budget Tracking

<b>Academic Year 2019-20:</b> <b>SIP cycle:</b> 2019/20		<b>Total fund allocated:</b> £ 19550	<b>Date Updated:</b> April 2020	
<b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation: 10%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To ensure physical activity remains a daily focus within each classroom.	<ul style="list-style-type: none"> <li>• Each year group to plan in use of outdoor space for active learning each week</li> <li>• Sharing of active learning ideas between staff.</li> <li>• Children to have 5 minutes of aerobic exercise at the end of every playtime.</li> <li>• Increase exercise through daily:               <ul style="list-style-type: none"> <li>○ Wake up shake up</li> <li>○ Brain and body break</li> <li>○ Activities on MUGA</li> </ul> </li> <li>• Staff where possible to model the importance of physical well-being by taking part in weekly mile, active learning activities.</li> <li>• Observations of wake up shake up/daily exercise in classrooms.</li> <li>• Increase participation in sports by providing opportunities for every year group to engage in sports on the MUGA.</li> <li>• Participation based sports events,</li> </ul>	SSN	<p>Actions:</p> <p>Staff have added specific active learning targets to the overview of needs</p> <p>Active learning resources and ideas have been continuously shared amongst staff and teachers have planned active learning opportunities throughout the year.</p> <p>Staff have added brain and body breaks to their year group timetables and many are starting with a wake up shake up at the beginning of the day and after lunch. The whole school wake up shake up is launched in assembly on a Monday. Children have five minutes of aerobic exercise at the end of playtime, whilst the playleaders put away equipment.</p> <p>The weekly mile has become a MUST for all year groups to complete during their PE day.</p> <p>A document containing information of local clubs in the community has been</p>	Staff to plan in active learning weekly

<p>To develop pupil leadership further to increase participation in sport and responsibility for competitions.</p>	<p>and practices (C4L, Multiskills, participation rugby, SSN sports festival, Dare2believe, Projectability and inclusion events, different levels of events SSN, SSCO, district, sports association, School Games, Lancashire etc.) to provide appropriate opportunities.</p> <ul style="list-style-type: none"> <li>• KS2 to compete in competitions on the MUGA at break times to give younger children something to aspire to. Include children as referees to expand their skills set.</li> <li>• Introduce children to a wider range of sports so more children can find a sport which they enjoy and therefore participate in more frequently. List local clubs on our school website.</li> <li>• Pupil leadership delivered in schools for play leaders and prefects to allow older pupils to deliver fun sessions before/lunch/after school to other pupils. Equally finding suitable roles for all.</li> <li>• Year 6 to pass on to Year 5 during Summer term.</li> <li>• School Sports Council to gather ideas for phase competitions and competitions on the MUGA.</li> <li>• School Sports Council to have a more active role in school.</li> </ul>	<p>memberships cost £1950</p>	<p>compiled and published on the school website.</p> <p>Competitions entered Y3/4 netball, Y5/6 netball, Y4 cricket, Y5 cricket, Year 6 cricket, Y5/6 outdoor athletics, summer swimming gala, autumn swimming gala, boys football Lancaster schools, boys football, girls football leading to Lancashire Danone Cup tournament, boys football at Morecambe FC, high 5 netball x 2 teams, indoor athletics league Y6 team, indoor athletics league Y5 team, sports hall athletics qualifier.</p> <p>C4L x2 Y3/4 fun football Sports leadership conference</p> <p>Play leaders trained and developed to lead activities at playtimes. Meeting every two weeks to decide and discuss activities, equipment and rota for children to lead different sports and activities</p> <p>Year 5 training as play leaders booked but not completed due to Covid 19</p> <p>Sports council have met and discussed upcoming events to encourage children into participation including cycling events and schemes, sports competition and sports day.</p>	
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			Sports council have also been responsible for auditing P.E equipment and suggesting new apparatus for enhancing fundamental movement skills	
<b>Key indicator 2:</b> The profile of PE and sport being raised across the school as a tool for whole school improvement.				Percentage of total allocation: 83%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To ensure the MUGA is being used to give more children the opportunity to take part in a wider range of sports more frequently.	<ul style="list-style-type: none"> <li>A wider range of sports are played on the MUGA.</li> <li>Have lunch/break times allocated to different year groups.</li> <li>A member of staff is always allocated to the MUGA on the playground rota.</li> <li>Ensure play leaders are allocated to deliver fun sessions on the MUGA.</li> <li>After school/morning clubs take place on the MUGA.</li> <li>All year groups to complete part of their PE session on the MUGA every week.</li> <li>Ensure netball posts are easily accessible and play leaders are trained on safely setting up this</li> </ul>	£16,301	<p>Sports council for each year group tasked with finding out which sports children in their year group wanted the opportunity to take part in on the MUGA. A range of activities available to play for different year groups increased the amount of children taking part in games and physical activity.</p> <p>MUGA break time and lunch time rota created for even use amongst all year groups therefore not just the same group of children accessing the same sport each day.</p> <p>Play leaders in charge of play on the MUGA at break times in the form of refereeing/encouraging participation.</p> <p>More extra-curricular clubs have been provided for children to attend. Having this space enabled us to provide opportunity for Year 4 children to join cricket club as well as Year 5 and Year 6 children. Having</p>	<p>Sports council of 2020/2021 to ask there year group a questionnaire linked to MUGA use and what they would like.</p> <p>Continue to ensure a range of games and activities are played not just traditional sports.</p> <p>Play leaders to receive training to build a bank of <b>games and activities</b> they are confident to deliver to encourage increased participation rather than over-seeing a sport being played.</p>

	<p>equipment.</p> <ul style="list-style-type: none"> <li>• Encourage staff to use MUGA as an outdoor learning space in mornings.</li> <li>• Use for targeted children in year groups who need to become more active – see Overview of Needs.</li> <li>• Ensure MUGA is used for phase competitions.</li> <li>• Host friendlies against other schools on the MUGA.</li> </ul>		<p>a netball court enabled children to increase their knowledge and skills of the game leading to Year 6 winning the Lancaster local schools tournament. Other clubs we have been able to provide due to having the MUGA are quick sticks, korfbal, Y3/4 netball, Y5/6 netball, football and tag rugby when the field has been too wet. Therefore allowing to more children to be more physically active.</p> <p>The MUGA has also provided an extra space for curriculum PE. More space has allowed for classes to be split into smaller groups e.g Year 1 20/20/20, Year 3 FMS catch-up. Allowing a focus on multiple activities/skills in one afternoon. It has meant children have been outside more as the field is not always appropriate for certain activities. Access to the MUGA during PE lessons has helped increase children's knowledge and skills by having courts drawn out. This has allowed for a deeper understanding of the importance of position/spacing tactics.</p> <p>House competitions have involved the use of the MUGA each half term for a range of sports, games and activities which have included all children in all year groups 1-6.</p>	<p>Promote use of MUGA for other curriculum activities not only PE.</p> <p>Continue to organise friendly events for MUGA involving other schools. (Interrupted by COVID-19)</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To continue to train and engage wider school staff in the delivery of school sport and physical activity.	<ul style="list-style-type: none"> <li>Staff CPD in PE- SSN offer such as-<b>Multiskills:</b> Appropriate sessions and guidelines so all staff are more confident and have resources to provide appropriate activities. Supported delivery in breakfast/lunchtime and afterschool clubs- as well as more active curriculum sessions- with some of the games linked across the curriculum- e.g. passing in number/times-table multiple sequences.</li> <li>See SSN agreement for other training courses provided.</li> <li>A range of sports to be added to the year group overviews and coaches to be sourced and funded for these.</li> <li>A range of staff to observe external coaches sessions.</li> <li>Staff questionnaire to be completed and in-house training to be given.</li> <li>PE lesson observations</li> </ul>	See above SSN membership.	<p>Summer 2 CL attended PE conference, facts, figures and next steps for our pupils/PE lessons fed back to staff during PE staff training at start of Autumn 2.</p> <p>Autumn 2 PE staff training session discussion lead to staff wanting training in dance. DM attended course in Nov 2019 and provided a practical sessions for staff at start of Spring 1. All KS2 year groups then completed a unit of dance. Staff reported that they felt more confident due to the training and more informed about how to ensure pupils progress throughout a dance unit of work.</p> <p>New member of EY staff BG attended EYFS PE course and fed back to EYFS team regarding units of work and the 5 for under 5's increasing and refreshing knowledge for EYFS staff team.</p> <p>DK and CG attended TA and Lunchtime Supervisor Training in playground activities, participation &amp; Change4life clubs, basic games and active pupils. Resulted in increased participation of physical activity during break and lunch.</p> <p>Natasha Disney sport course</p> <p>New staff member NN attended Active Literacy course, increased her knowledge and ideas for being physically active across the curriculum.</p> <p>CL attended courses for PE Passport</p>	<p>Staff to observe external coaching sessions.</p> <p>Continue to send newer staff and a wider range of staff on courses.</p>

			App. All staff have access to high quality units of work, assessment tools, video examples of skills and activities.	
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				4%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To further broaden the experiences of sport for all children in school.	<ul style="list-style-type: none"> <li>Source external coaches to teach a wider range of sports and games.</li> <li>Participation in SSN sports festival, Dare2Beleive, and C4L festivals to ensure a range of pupils involved in a variety of sports including traditional and new sports like Korfbal, sitting volleyball, goal ball, lacrosse, and gym stars.</li> <li>Continue to offer Bikeability to KS1 and KS2.</li> </ul>	£800	<p>Use of the PE passport app allowed teachers access to the high quality planning of a wider range of sports such as handball, OAA, dodgeball, dance themes.</p> <p>C4L festivals x 2 Year 3/4 Fun Football Bikeability Summer 2019 Bikeability Year 5 and 6 Dec 13 th 2019 Bikeability Level 3 for year 6 Feb/ March Learn to cycle Reception Summer Bikeability 5 and 6 cancelled due to COVID and additional level 3 for current bikers to school.</p>	
<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation:
				3%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:



